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AUTHOR Seppanen, Loretta
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ABSTRACT

National research suggests that 36% of full-time students enrolled in community and technical colleges and planning to stay in college for 2 or more years leave by the end of their first year and do not return to college over a 3-year period. While students' reasons for leaving are often unrelated to the college, the literature suggests that colleges can do more to help students make the progress they desire. The Washington State Board for Community and Technical Colleges (WSBCTC) has developed a tracking methodology which serves as an indicator of student retention and identifies groups having the most difficulty making progress. Rather than focusing on fall to fall retention, the methodology focuses on the percent of students who do not make a successful transition to a second quarter, those who stay for 2 and 3 quarters, and those who enroll for 4 quarters or more. Data drawn from the methodology for fall 1991-93 indicate that 1 in 5 students was an early leaver, 29% made some progress toward their goal, and 50% graduated or made substantial progress. Suggestions for improving retention, based on this data and on the literature, include the following: (1) concentrating on students' initial experiences at college; (2) helping students to learn that they can do college-level work, that their ideas have value, and that they are worthy of respect; (3) helping students learn to balance work- and family-related responsibilities with student-related ones; and (4) concentrating efforts on students who are most likely to leave early, such as degree-seeking students enrolled part-time. (Contains 12 references.) (Data tables from research conducted at the WSBCTC are appended.) (KP)

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ED 387 165

# *Implications for Retention Strategies of Differential Student Progress Rates and the Literature on Student Retention.*

**Research Report No. 95-4**

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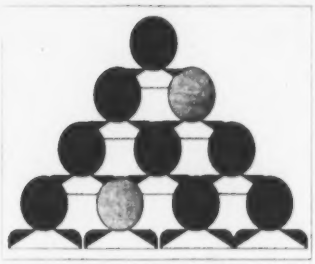


**Research Report**
**No. 95-4**

**Washington State Board for Community and Technical Colleges; Education Division**

# IMPLICATIONS FOR RETENTION STRATEGIES OF DIFFERENTIAL STUDENT PROGRESS RATES AND THE LITERATURE ON STUDENT RETENTION

September 1995

National research suggests that of full-time students enrolled in community and technical colleges with plans to stay in college for two or more years, 36 percent leave by the end of the first year and do not return to any college over a three year period (Fitzgerald, et. al., 1994). The research literature suggests that colleges can do something about reducing the 36 percent number by enhancing the way in which students and colleges connect. This report reviews the retention literature and student progress rates in Washington. It provides research-based strategies for improving student retention in Washington community and technical colleges.

This review suggests that colleges can help more students to make the progress they desire by:

- Concentrating attention on the student's initial experience at the college, especially before and during the first quarter.
- Helping students to learn that they can do college-level work, that their ideas have value, and that they are worthy of respect. In the research literature, these are called validating responses to students.
- Helping students to learn how to balance concerns related to work and family and concerns related to being a student.
- Concentrating retention efforts on students who in Washington community and technical colleges are most likely to leave early – degree seeking students who enroll on a part-time basis, and full- or part-time students with one or more of the following characteristics: have not completed high school or the GED, Hispanic, work full-time, Native American and African Americans.

**For Information Contact:**
Loretta Seppanen, Manager, Research & Analysis
Washington State Board for Community and Technical Colleges
P O Box 42495
Olympia WA 98504-2495
360/753-3685
E-mail Seppanen_Loretta/SBCTC@ctc.ctc.edu

## Research Literature on Student Retention

Current research suggests that student experience at the college is often a key to student success and retention. The experience which is most likely to lead to retention is described as "integration" – becoming academically and socially connected with the life of the college. Several related models describing student retention have been developed and found to be somewhat applicable to community and technical colleges. The most commonly cited models are those stemming from the research of Tinto and that of Bean and Metzner (see a review specific to the sub-baccalaureate sector by Johnson, 1991). These models provide a context in which to understand what can be done to reduce the 36 percent rate of early leaving among students who wanted to stay for two years at a community or technical college.

**Why Some Students Make Progress:** Much of the literature related to testing the standard models of student retention is based upon structural equation modeling of the variables impacting student retention (as in Cabrera, A.F; A. Nora, and M. Castaneda, 1993; or Axelson and Torres, 1995). Such research examines a fairly complex relationship of background and family characteristics, financial aid and experiences at the college relative to student persistence. Overall the literature suggests that a person-environment fit is a key factor in explaining why students persist – specifically that students need to be integrated into the institution or the institution needs to better fit the students to improve chances of persistence. Those who stay have had frequent and quality interaction with others at the institution. They also have less worry about conflicts between external concerns and being a college student.

In one recent community college study, for example, researchers found that those who stayed tended to perceive less conflict between school and other activities in their life. This may not be a matter of actual conflicts as many successful students experience conflicts also. But some students perceive that college creates an issue related to outside concerns with college studies (Axelson and Torres, 1995). This outside concern includes family and friends who can be an asset or liability to the college student.

The literature suggests that the connection between students and college may be a somewhat different issue for those who had always planned to attend college versus the many who enroll at community or technical colleges after an unplanned change in personal circumstances (Terenzini, 1994). Students who are continuing a family tradition of going to college appear to have a primary concern for how well they will fit in with other students. Those who are the first generation going to college in their family have a primary concern related to how well they will do academically.

**Institutional Responsibility:** While many surveys of student's reasons for leaving college result in findings unrelated to the college (such as personal and financial concerns), the current literature on retention suggests that the college plays a role related to student leaving. The literature finds that most students who stay can be distinguished from most who leave not on the basis of these personal issues, but based on their experiences at the college. As researcher Patrick Terenzini says, in the past, "if a student dropped out, it was the student's problem, but now we know there is good reason to ask what role the institution played in the [decision]" (Rendon, 1994).

**Importance of First Quarter:** While earlier leavers from four year colleges might exit during or between any term before the start of the second year, community and technical college students who leave early tend to do so before the start of the second term. Kane and Rouse (1993), using National Longitudinal Survey data, documented this pattern of very early leaving among those who attended community colleges. Peter Ewell describes whether a student will continue to the second term as the "admissions requirement" at the two year colleges. This literature suggests that it is interaction with the college during the first term that is key to staying at or leaving the college. Of course, some students do leave after two or three quarters, but the rate of leaving drops off after the first quarter.

## SBCTC Student Progression Tracking (SPT): Process and Funding

The Washington State Board for Community and Technical Colleges (SBCTC) has developed a tracking methodology which serves as an indicator of student retention and which helps to identify the groups having most difficulty making progress at their college. The SBCTC Student Progression Tracking (SPT) was designed to minimize the chance that students making slow progress toward their goal could be counted as "drop-outs" and to appropriately reflect diverse student goals. Analysis of Washington data reveal little difference in student progress rates between colleges and modest change – increased student progress – for the system as a whole over time. The data do reveal some significant differences between sub-groups of students. These differences help to identify those groups most in need of intervention to improve student progress.

**SPT Process:** Community and technical colleges look for a measure of student retention that recognizes the diversity and ambiguity of student goals, and that recognize some students take more than two or three years to achieve their goal. The SPT approach meets these criteria:

| Criterion | SPT Approach |
|---|---|
| Recognizes that many successful students require more than two or three years to achieve success. | Categorizes all who enroll for four or more quarters as "making successful progress" regardless of whether or not they graduate at the end of two years. |
| Recognizes that some successful students "stop-out" – that is, take leave of a quarter or more and then resume college. | Counts all "stop-outs" who return within the two year period as making progress. |
| Recognizes that many students enroll with no intention of staying at the college for two years or to complete a degree. | Limits analysis to those who reported planning to complete an associate degree at their college. The assumption is made that progress rates for these students tell the college something about progress rates for others whose progress would be harder to monitor directly. |
| Recognizes that many students are unclear about their goals at initial entry. | Limits analysis to those who were clear enough about their goal to select "plan to get a degree at this college" among six possible choices including "don't know." About a third of all new students make this choice. |

National research also suggests that, unlike the pattern at four year institutions, community and technical college students who will leave are most likely to do so between the first and second term with fewer leaving later between the first and second year. For this reason the SPT methodology does not use a traditional fall to fall approach used by four year institutions. Instead the SPT captures the percent of students who do not make a successful transition to a second quarter at the college, those who stay for two and three quarters, and those who enroll for four or more quarters.

This SPT methodology pulls data from a longitudinal tracking file. As in most states, the data system tracks only whether the student was enrolled long enough to be counted for the term, rather than tracking just students who completed a course. Thus this methodology is based on tracking the number of times a student enrolls (is in class until the tenth day of class). It is possible that some students counted as enrolled for two or more quarters will not have completed any courses.

To assure timely monitoring, snapshots of student status are recorded two years after initial enrollment. In recognition of short-term goals of some students, an "indicator species" approach is used – tracking only those who declared an intention to complete a degree (transfer or job preparatory) at their college. It is assumed that the findings will reflect on the progress of other students as well. In fact, SBCTC has compared the findings for this "indicator species" with similar data for those planning to enroll for a year or more and found nearly identical results. The job preparatory and transfer student progress is combined in this methodology. The enrollment patterns for both groups of students are almost identical when looking at the degree seeking "indicator species."

To recognize that success is often not achieved in two years and to capture early leavers, the counts of quarters attended are summarized in three categories:

- **Substantial Progress**: Students who enrolled in the college for four or more quarters over the two year period.
- **Some Progress**: Those who enrolled for two or three quarters in that same two years.
- **Early Leavers**: Students who enrolled for just one quarter over a two year period.

To deal with stop-by patterns, this methodology counts students for the number of quarters enrolled, even if enrollment was not sequential.

Some other retention measures, such as the proposed Student Right to Know methodology, set arbitrary limits by which students must graduate or transfer before they can be counted as making progress toward their goal. For associate degree students, the limit in the proposed Student Right to Know regulation was three years. On the one hand, this short limit provides timely feedback. It would be relatively useless to have to wait five or six years to learn about retention of students half a decade earlier, when conditions at the college or in the state may have been quite different. On the other hand, many successful students are inaccurately coded because the measure requires that they achieve graduation or transfer within the short time frame. The SPT is timely in that the measure is taken just two years after initial enrollment. By using the count of quarters enrolled, rather than a requirement of successful completion, the SPT only codes as "early leavers" a fairly small number of students who will eventually be successful or who already successfully transferred despite initial plans to stay at one college.

**Availability to Colleges**: College specific results using the Student Progression Tracking approach are provided at the end of this report. Colleges may obtain the raw data on which this report was based by ordering standard reports from the common computer system. The report used for overall student progress data is SR1182, Number of Quarters Students Continue To Enroll by Student Purpose. Colleges may order this report via Job Number SR1382J. This same report provides data by race/ethnic, gender, family status, work status and prior education. In many cases the number of new degree seeking students for a subpopulation may be too small for statistical analysis. The year to year progression pattern is likely to vary considerably if the subpopulation is less than 100. In that case, colleges may wish to combine data for two or three years, using a rolling average to observe trends over time.

The SR1183 report provides student progress data for those who enroll in developmental classes in their first quarter. Colleges may order that report via Job Number SR1383J. Job Number SR1381J provides data on student progress by mission area – transfer, job preparatory, job upgrading and all other students.

**SPT General Findings:** About one in five degree seeking students enrolled in Washington community colleges in fall 1993 was an early leaver. Another 29 percent made some progress toward their degree goal before leaving. Half the degree seeking students made substantial progress toward that goal in a two year period.

The number and percent of students making substantial progress has increased slightly over the past several years as shown in Table I. The percent of early leavers has declined slightly. The slight decline could be in response to considerable effort at the college level to improve the retention of students. Colleges have increased the offering of learning community classes which have been shown to increase student retention. Colleges have also increased a variety of student support services aimed at improving student success.

**Student Progress**
**Students Planning Two Year Degree**
**Starting Fall 1993**

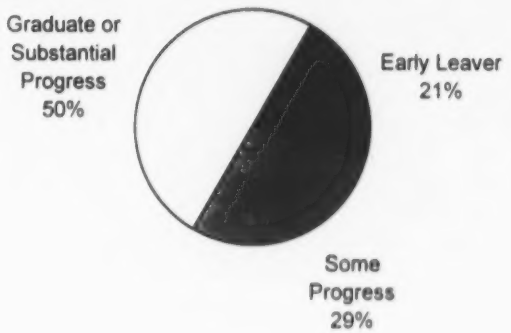



**Table I**
**Student Progress for Degree Seeking Students**
**Measured Two Years after Initial Enrollment**

| | Starting Fall Quarter | | | | | |
|---|---|---|---|---|---|---|
| | 1991 | | 1992 | | 1993 | |
| | Number | % Total | Number | % Total | Number | % Total |
| Substantial Progress | 6,624 | 49% | 7,328 | 49% | 7,918 | 50% |
| Some Progress | 3,875 | 28% | 4,269 | 29% | 4,669 | 29% |
| Early Leaver | 3,103 | 23% | 3,292 | 22% | 3,278 | 21% |
| New Degree Seeking | 13,602 | | 14,889 | | 15,865 | |

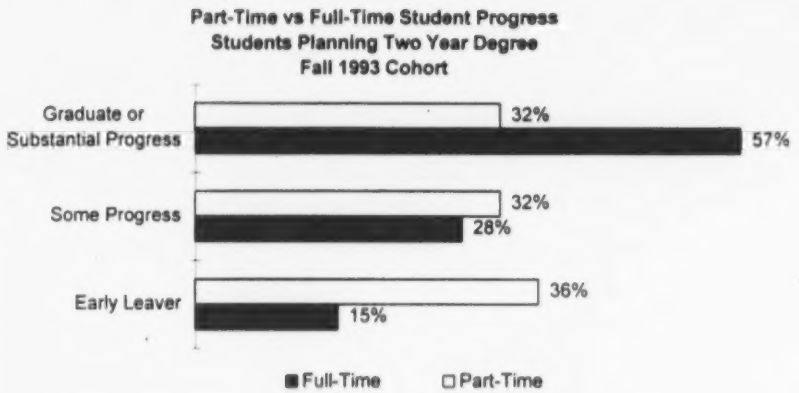
Note: Data are for community colleges only. The technical college pattern for fall 1993 was similar to that of the community college, except that more students were early leavers and somewhat fewer made substantial progress.

Given the changes taking place during the 1991 to 1993 period, one might have expected the rate of student progress to decline rather than increase. During that time colleges increased the number and proportion of welfare students enrolled at the college and the number of dislocated timber students enrolled. Given their lower socioeconomic status, one might have expected the welfare students to be more likely to be early leavers. Dislocated workers could be expected to leave early to take advantage of an employment opportunity.

Apparently changes in the economy also have little impact on student progress. The 1991 to 1993 period was one of substantial economic change. Fall 1991 was a period near the top of an economic cycle when unemployment was low and job opportunities plentiful. Fall 1993 was near the bottom of an economic cycle with higher unemployment and a substantial reduction in job demand. It is commonly believed that as the economy grows, students leave college for work and the opposite is believed to happen when jobs are hard to find. The recent changes in the Washington economy either had little impact on student progress or if there was an impact, it was mitigated by other circumstances.

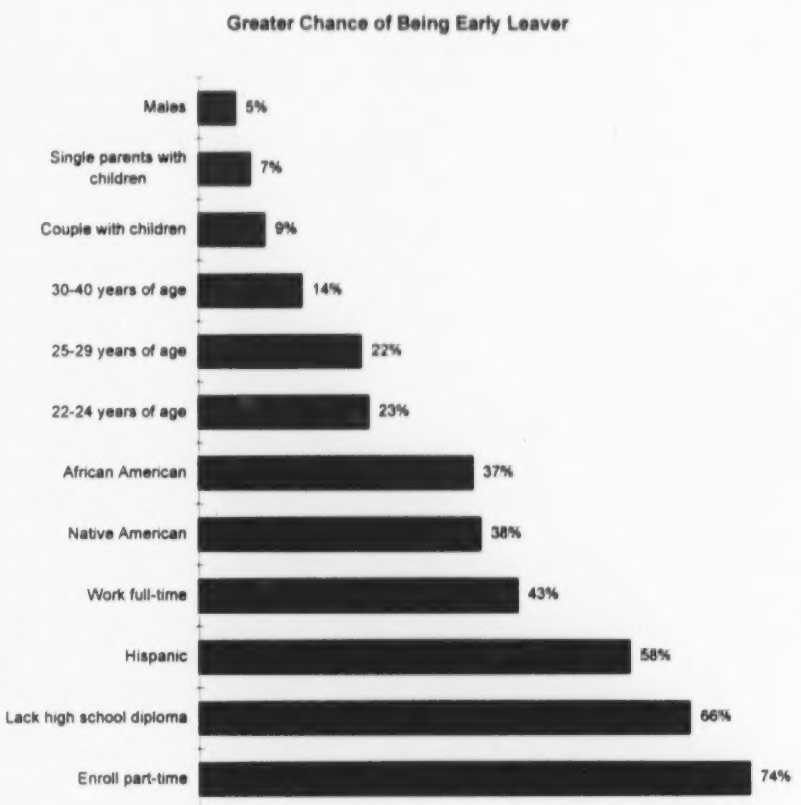
**Differential Patterns by Student Groups:** The likelihood that a student will be an early leaver can be tied to demographic and enrollment characteristics. Part-time students, for example, have a 74 percent greater likelihood of being an early leaver than students in general.

The most substantial difference in progress rates was the difference between those planning a degree who enrolled for at least 10 credits (full-time) and those who enrolled for less (part-time).




About 27 percent of all degree seeking students enroll on a part-time basis. Given that part-time degree seeking students must enroll for more quarters than full-time students, one might expect them to be enrolled for at least as many quarters during a two year period as full-time students. It is this full-time student progress rate that is comparable to the national data. In Washington community colleges, 43 percent of full-time students fail to make substantial progress in two years. That is somewhat comparable to the 36 percent in the national data who do not return the second year.

There is some overlap in characteristics as part-time degree seeking students and others who had a higher likelihood of being an early leaver. Part-time degree students enrolled in Washington colleges in fall 1993 were more likely than full-time students to be employed on a full-time basis, to not have a high school diploma or GED, and to be single parents. One analysis of the National Center for Educational Statistics' High School and Beyond Study found that part-time students differed from those who attended full-time in that they were more likely to come from lower socioeconomic status backgrounds, more likely to have graduated from a non-academic track in high school, and less likely to have done well in their test scores and grades in high school (Hearn, 1987 as described in O'Brien, 1992). These background characteristics of part-time students may be related to their early leaving pattern.



While students of all types are early leavers, those groups that are more likely than students in general to be early leavers – especially those with a 30 to 70 percent greater chance of being earlier leavers – can be targeted in retention programs. Approaches to targeting these students are described later in this report.

## Implications for Retention Strategies

These SPT findings, combined with findings from the research literature on retention at two year colleges, can be used to identify retention strategies. The research literature and these data suggest approaches to intervention to improve student retention, the students to target, and when to intervene.

**Approaches to Retention Intervention: Validating That Students Can Do Well:** The researchers at the National Center on Postsecondary Teaching, Learning, and Assessment (NCPTL) argue that their research suggests that colleges can respond to the needs of students maneuvering through their first year in college by the following strategies:

1. New students, especially nontraditional students, need reassurance. They need evidence that they can do college-level work, that their ideas have value, and that they are worthy of respect. This validating feedback can take the form of a professor's praise for a well thought out question or a written statement at mid-term stressing a student's strengths. One student comments in Voices of Transition audio tape that "you have to have a feeling that this teacher understands you or can see things from your perspective" for true learning to occur.
2. Since student life inside and outside of the classroom informs each other, NCTLA researchers suggest improving ways in which academic and student affairs divisions can work together to promote academic success.

Research on linked courses and coordinated study programs indicate that these instructional strategies are validating to students (Tinto, Russo, Kadel, 1994). Based on interviews with community college students in various learning communities, NCTLA researchers recommend that colleges:

1. Alter the setting in which students learn as a way to improve student involvement. This can be done through coordinated student programs which require multi-disciplinary, team-teaching approaches or through collaborative teaching strategies in regular courses. Whichever route is chosen, the NCTLA staff argues that such efforts require some years to mature and funding for faculty development.
2. Rethink the patterns of college organization by considering ways to tie the various departments and academic staff and student services staff into collaborative communities in the service of student learning.

**Approaches to Retention Intervention: Balancing Outside Concerns and Being a Student:** Students who perceive a conflict with work or family matters in their school attendance may opt to devote full-time to those other matters rather than remaining at college. A recent study at Riverside Community College in California found that students who had concerns about their academic performance were more likely to persist than those who had the same level of concern about balancing family and work obligations with college studies (Axelson and Torres, 1995).

Strategies which respond to this need include:

1. First year orientation to college courses. These classes help students understand their own learning style and learn to deal with the conflict between college and outside concerns.
2. Advising students to plan a reduced class load for the purposes of increasing retention given outside demands on student time.
3. Identifying classes commonly taken by first time students who are working and/or raising a family and asking faculty to devote time to discussing the outside concerns versus being a student. Student services staff might assist with this discussion.

4. Pairing student services staff with part-time faculty who teach the developmental or first year college in math and English to provide additional contacts for the students in these courses.
5. NCTLA researchers recommend that academic and student services staff need to pay careful attention to the families of first generation college students. Parents (or children and spouses) should be helped to better understand and prepare for the demands and stresses that their family member will face during the college experience.

**Target Populations:** While the typical college enrolls 7,000 students each fall quarter, that same typical college enrolls just 1,000 new students who are planning to stay at the college for a year or longer or who are uncertain about their plans at the college. (The tables at the end of the report show the number of new degree seeking students by college.) To have a substantial impact on retention, the college needs to find ways to address the integration concerns of just these 1,000 new students. Recognizing that the number to be served is manageable will help colleges develop fundable strategies.

**Typical College Fall Quarter**

| | |
|---|---|
| New Students | |
| Planning to Stay 1 Year or More | 1,000 |
| Full-Time | 750 |
| Part-Time | 250 |
| Working Full-Time | 270 |
| Students of Color | 160 |
| Less Than High School | 100 |

Furthermore, not all of these 1,000 new students are equally likely to be early leavers. The strategies described above can be targeted to new students who plan to enroll for a year or more and who are either enrolled part-time or who are enrolled full- or part-time and have the following characteristics: working full-time, not having completed high school, Hispanic students, Native American students, and African American students. The common computer system keeps track of these student characteristics. College staff can identify all the students with long-term enrollment plans who meet these criteria.

It is a challenge to assist part-time students and those who are working full-time. Typically students enroll part-time because of other commitments which take a good deal of their time. With time as the limited resource, these students are not free to attend support groups or study groups outside of class. They also do not have the time to participate in focus groups or face to face interviews (even if a free meal and childcare are provided). Each fall quarter the typical college enrolls 250 new part-time students planning to be at the college for a year or longer. Given the small number, it may be possible to make personal contact with each of these students. Some strategies for part-time and working students include:

1. Provide information via mail or video to all new part-time students who plan to enroll at the college for a year or longer. Part-time students can attend to such information at a time that best meets their own schedule. A video might highlight the learning objectives of the colleges and ways in which other part-time students have successfully managed home, work, and school to achieve those objectives.
2. Use class time as the critical point of contact for part-time and working students. A review of the quarterly registration can reveal classes with a large number of degree seeking part-time students. A faculty counseling team might develop strategies for use in those classes to improve the progress of the part-time students. This team approach could be especially targeted for courses taught by part-time faculty who may not be as accessible to students as full-time faculty.

The students who enroll who have not completed high school may benefit from an orientation class during their first year at the college, even if they are enrolled only in the basic skills program. Colleges may wish to review their student information to learn more about the current course taking pattern of the 50 or so new students who seek degrees and have completed less than a high school diploma.

Local community groups may help the college in an effort to improve the progress for African American, Native American, and Hispanic students. Many colleges inadvertently provide a "chilly" climate for these students due to the lack of role models or lack of attention to diversity in the curriculum. Strategies which may be of help include:

1. Focus group interviews with successful students of color may reveal what the college is doing to be most helpful to them and what actions the college could take to improve the general campus climate.
2. One-on-one contact with students of color. Again, the numbers of new degree seeking students of color are quite small at most colleges. Personal contacts within the first few weeks of the quarter are feasible.

**When to Target Retention Strategies:** It is the first quarter which is key to improving student retention in community and technical colleges. The NCTLA researchers argue that validation must happen often and early in a student's first year. They suggest that validation most often comes in the form of grades at the end of the semester. However, even though many students have strong academic talents, without early validation, they may not stay to develop those talents. Terenzini believes that, "if you wait until the end of the term [to offer validation], it may be too late; they're gone."

Colleges can learn about ways in which validation does or does not occur, and external concerns versus college conflicts are or are not resolved, by tapping into their own student experiences. An ideal way of describing doing this would be to hire an ethnographer to observe each different group of students for a year. Given the expense of this approach, this ideal has been infrequently implemented. Less costly strategies include:

1. Administration of the Community College Student Experience Questionnaire (CCSEQ) during the first quarter of enrollment and comparing the results for students who are first generation college attendees, those who had always planned to attend college, those going full-time and those going part-time. The campus Assessment Liaison can provide assistance related to use of the CCSEQ.
2. Conduct focus groups or face to face interviews with new students early in their first quarter to learn how students experience the college. Topics for the focus groups could include: How students experience the transition to college, what concerns them most about making a successful transition to being students, and what the college could do to help them make this transition. SBCTC has a selection of resources related to conducting focus group interviews. To obtain copies of these resource materials, contact Linda McPike at 360/753-3673 at SBCTC.

Some of the students who come to the college expressing an interest in completing a year of study or a degree or certificate, may have little notion of the commitment required to achieve that goal. The research literature is fairly silent on the issue of lack of student understanding of the responsibilities of a successful student experience. The focus group discussions may help colleges understand the extent to which students know their responsibilities associated with the commitment to the degree. The discussions may also reveal strategies for helping students to determine whether they are in a position to take on that commitment before they enroll at the college.

**Strategies to Avoid:** Retention committees often want to survey "drop-outs" to learn their reasons for withdrawing before implementing strategies to improve retention. Unfortunately, getting former students to accurately describe reasons for leaving is much more difficult than it seems. Ending a commitment such as going to college is a complex activity. Even the person involved may not fully understand their own motivations. Thus instead of providing the information that would be most helpful to college staff, drop-outs might report leaving for personal or financial reasons (which may be symptoms, not causes of the leaving). Students who leave because of a mismatch in the student environment fit may be minimally inclined to respond to a mail or telephone survey. A recent effort by the University of Washington (Lowell and Basson, 1994) provides an illustration of the consequences of this failure of some students to respond to the survey. Using a research strategy of mail and phone surveys (up to ten call backs) which normally results in a 50 to 70 percent response, the university surveyed a sample of drop-outs. The response rate was 23 percent. Many of the respondents were those who left the university as a result of circumstances beyond their control rather than for the reasons consistent with the research literature. It is quite possible that fewer of those who felt some mismatch between themselves and the university responded to the survey.

Retention committees also often want to conduct research to better describe the population most likely to leave the college early. While this is a desirable goal, the process of conducting such research requires considerable time, expertise and cost. The literature suggests that data collected in administrative records can be relied upon to explain not more than a third of the variance between those who leave and those who stay. Variables such as

attitude regarding adequacy of financial aid, degree of interaction with faculty, and primary integration concerns must be included in the analysis to assure that variance is reasonably explained. Collecting these additional data takes time and some money. Analysis of these data requires use of correlation statistics such as the LISREL program and discriminate function analysis.

The strategies suggested earlier are based on the current literature and the SPT findings for Washington community and technical colleges. They provide a reasonable starting point for improving student progress.

## Summary

Community and technical colleges in Washington do an excellent job with students who are able to stay at the college for a year or longer. The Student Progression Tracking system shows that nearly one in five students with a goal of being at the college for at least a year enrolls for just one quarter is an early leaver. Those with long-term enrollment goals who enroll on a part-time basis, who work full-time or who start college with less than a high school diploma are most likely to be among these early leavers. African Americans, Native Americans and Hispanics are also more likely to be early leavers.

The literature on student retention and the SPT findings for colleges in this state suggest that colleges can improve student retention by targeting efforts to selected students during their first quarter. Retention strategies should focus on efforts to validate that students are capable of learning at the college and to helping them resolve conflicts between school and outside interests.

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**Progress of Students Planning Degrees**
**Two Years After Entering the College**
**(State and Contract Students Entering Fall 1993)**

| | # in Starting Cohort | 1 Quarter Only | 2-3 Quarters | Substantial Progress | Some Progress | Early Leavers |
|---|---|---|---|---|---|---|
| **Bellevue** | | | | | | |
| Full-Time | | | | | | |
| State | 389 | 58 | 89 | | | |
| Contract | 4 | 0 | 2 | | | |
| Total | 393 | 58 | 91 | 62% | 23% | 15% |
| 1992 Cohort | 375 | 54 | 114 | 55% | 30% | 14% |
| 1991 Cohort | 319 | 45 | 84 | 60% | 26% | 14% |
| Part-Time | | | | | | |
| State | 176 | 65 | 53 | | | |
| Contract | 30 | 9 | 10 | | | |
| Total | 206 | 74 | 63 | 33% | 31% | 36% |
| 1992 Cohort | 233 | 95 | 64 | 32% | 27% | 41% |
| 1991 Cohort | 244 | 76 | 82 | 35% | 34% | 31% |
| **Big Bend** | | | | | | |
| Full-Time | | | | | | |
| State | 176 | 19 | 40 | | | |
| Contract | 5 | 2 | 2 | | | |
| Total | 181 | 21 | 42 | 65% | 23% | 12% |
| 1992 Cohort | 174 | 20 | 52 | 59% | 30% | 11% |
| 1991 Cohort | 167 | 17 | 41 | 65% | 25% | 10% |
| Part-Time | | | | | | |
| State | 57 | 17 | 17 | | | |
| Contract | 55 | 36 | 16 | | | |
| Total | 112 | 53 | 33 | 23% | 29% | 47% |
| 1992 Cohort | 77 | 37 | 27 | 17% | 35% | 48% |
| 1991 Cohort | 58 | 23 | 17 | 31% | 29% | 40% |

| | # in Starting Cohort | 1 Quarter Only | 2-3 Quarters | Substantial Progress | Some Progress | Early Leavers |
|---|---|---|---|---|---|---|
| **Centralia** | | | | | | |
| Full-Time | | | | | | |
| State | 235 | 29 | 66 | | | |
| Contract | 11 | 0 | 3 | | | |
| Total | 246 | 29 | 69 | 60% | 28% | 12% |
| 1992 Cohort | 227 | 28 | 54 | 64% | 24% | 12% |
| 1991 Cohort | 219 | 34 | 53 | 60% | 24% | 16% |
| Part-Time | | | | | | |
| State | 46 | 20 | 11 | | | |
| Contract | 3 | 2 | 1 | | | |
| Total | 49 | 22 | 12 | 31% | 24% | 45% |
| 1992 Cohort | 36 | 12 | 14 | 28% | 39% | 33% |
| 1991 Cohort | 35 | 13 | 6 | 46% | 17% | 37% |
| **Clark** | | | | | | |
| Full-Time | | | | | | |
| State | 379 | 55 | 89 | | | |
| Contract | 8 | 0 | 2 | | | |
| Total | 387 | 55 | 91 | 62% | 24% | 14% |
| 1992 Cohort | 356 | 45 | 97 | 60% | 27% | 13% |
| 1991 Cohort | 361 | 54 | 102 | 57% | 28% | 15% |
| Part-Time | | | | | | |
| State | 238 | 82 | 89 | | | |
| Contract | 12 | 0 | 2 | | | |
| Total | 250 | 82 | 91 | 31% | 36% | 33% |
| 1992 Cohort | 287 | 105 | 81 | 35% | 28% | 37% |
| 1991 Cohort | 278 | 100 | 85 | 33% | 31% | 36% |
| **Columbia Basin** | | | | | | |
| Full-Time | | | | | | |
| State | 479 | 52 | 122 | | | |
| Contract | 26 | 6 | 3 | | | |
| Total | 505 | 58 | 125 | 64% | 25% | 11% |
| 1992 Cohort | 402 | 56 | 91 | 63% | 23% | 14% |
| 1991 Cohort | 370 | 60 | 90 | 59% | 24% | 16% |
| Part-Time | | | | | | |
| State | 147 | 44 | 53 | | | |
| Contract | 32 | 16 | 13 | | | |
| Total | 179 | 60 | 66 | 30% | 37% | 34% |
| 1992 Cohort | 158 | 50 | 43 | 41% | 27% | 32% |
| 1991 Cohort | 200 | 77 | 56 | 34% | 28% | 39% |

| | # in Starting Cohort | 1 Quarter Only | 2-3 Quarters | Substantial Progress | Some Progress | Early Leavers |
|---|---|---|---|---|---|---|
| **Edmonds** | | | | | | |
| Full-Time | | | | | | |
| State | 493 | 69 | 127 | | | |
| Contract | 35 | 3 | 11 | | | |
| Total | 528 | 72 | 138 | 60% | 26% | 14% |
| 1992 Cohort | 509 | 78 | 142 | 57% | 28% | 15% |
| 1991 Cohort | 465 | 77 | 122 | 57% | 26% | 17% |
| | | | | | | |
| Part-Time | | | | | | |
| State | 224 | 65 | 71 | | | |
| Contract | 59 | 24 | 21 | | | |
| Total | 283 | 89 | 92 | 36% | 33% | 31% |
| 1992 Cohort | 294 | 110 | 88 | 33% | 30% | 37% |
| 1991 Cohort | 337 | 130 | 92 | 34% | 27% | 39% |
| | | | | | | |
| **Everett** | | | | | | |
| Full-Time | | | | | | |
| State | 347 | 43 | 111 | | | |
| Contract | 30 | 1 | 7 | | | |
| Total | 377 | 44 | 118 | 57% | 31% | 12% |
| 1992 Cohort | 319 | 41 | 89 | 59% | 28% | 13% |
| 1991 Cohort | 297 | 42 | 65 | 64% | 22% | 14% |
| | | | | | | |
| Part-Time | | | | | | |
| State | 184 | 68 | 58 | | | |
| Contract | 9 | 3 | 1 | | | |
| Total | 193 | 71 | 59 | 33% | 31% | 37% |
| 1992 Cohort | 200 | 85 | 57 | 29% | 29% | 43% |
| 1991 Cohort | 171 | 56 | 44 | 42% | 26% | 33% |
| | | | | | | |
| **Grays Harbor** | | | | | | |
| Full-Time | | | | | | |
| State | 211 | 32 | 67 | | | |
| Contract | 0 | 0 | 0 | | | |
| Total | 211 | 32 | 67 | 53% | 32% | 15% |
| 1992 Cohort | 223 | 18 | 57 | 66% | 26% | 8% |
| 1991 Cohort | 105 | 12 | 31 | 59% | 30% | 11% |
| | | | | | | |
| Part-Time | | | | | | |
| State | 25 | 7 | 10 | | | |
| Contract | 0 | 0 | 0 | | | |
| Total | 25 | 7 | 10 | 32% | 40% | 28% |
| 1992 Cohort | 30 | 12 | 11 | 23% | 37% | 40% |
| 1991 Cohort | 9 | 4 | 4 | 11% | 44% | 44% |

| | # in Starting Cohort | 1 Quarter Only | 2-3 Quarters | Substantial Progress | Some Progress | Early Leavers |
|---|---|---|---|---|---|---|
| **Green River** | | | | | | |
| Full-Time | | | | | | |
| State | 835 | 150 | 208 | | | |
| Contract | 22 | 0 | 7 | | | |
| Total | 857 | 150 | 215 | 57% | 25% | 18% |
| 1992 Cohort | 691 | 102 | 160 | 62% | 23% | 15% |
| 1991 Cohort | 520 | 90 | 123 | 59% | 24% | 17% |
| Part-Time | | | | | | |
| State | 256 | 88 | 87 | | | |
| Contract | 12 | 3 | 5 | | | |
| Total | 268 | 91 | 92 | 32% | 34% | 34% |
| 1992 Cohort | 262 | 101 | 70 | 35% | 27% | 39% |
| 1991 Cohort | 244 | 91 | 74 | 32% | 30% | 37% |
| **Highline** | | | | | | |
| Full-Time | | | | | | |
| State | 600 | 84 | 153 | | | |
| Contract | 9 | 0 | 3 | | | |
| Total | 609 | 84 | 156 | 61% | 26% | 14% |
| 1992 Cohort | 302 | 57 | 81 | 54% | 27% | 19% |
| 1991 Cohort | 464 | 74 | 140 | 54% | 30% | 16% |
| Part-Time | | | | | | |
| State | 200 | 74 | 61 | | | |
| Contract | 4 | 1 | 1 | | | |
| Total | 204 | 75 | 62 | 33% | 30% | 37% |
| 1992 Cohort | 96 | 35 | 29 | 33% | 30% | 36% |
| 1991 Cohort | 173 | 78 | 45 | 29% | 26% | 45% |
| **Lower Columbia** | | | | | | |
| Full-Time | | | | | | |
| State | 266 | 45 | 78 | | | |
| Contract | 19 | 3 | 9 | | | |
| Total | 285 | 48 | 87 | 53% | 31% | 17% |
| 1992 Cohort | 208 | 32 | 64 | 54% | 31% | 15% |
| 1991 Cohort | 207 | 22 | 62 | 59% | 30% | 11% |
| Part-Time | | | | | | |
| State | 64 | 24 | 24 | | | |
| Contract | 4 | 1 | 0 | | | |
| Total | 68 | 25 | 24 | 28% | 35% | 37% |
| 1992 Cohort | 64 | 28 | 23 | 20% | 36% | 44% |
| 1991 Cohort | 54 | 18 | 18 | 33% | 33% | 33% |

| | # in Starting Cohort | 1 Quarter Only | 2-3 Quarters | Substantial Progress | Some Progress | Early Leavers |
|---|---|---|---|---|---|---|
| **North Seattle** | | | | | | |
| Full-Time | | | | | | |
| State | 354 | 66 | 97 | | | |
| Contract | 6 | 0 | 0 | | | |
| Total | 360 | 66 | 97 | 55% | 27% | 18% |
| 1992 Cohort | 394 | 53 | 109 | 59% | 28% | 13% |
| 1991 Cohort | 339 | 49 | 92 | 58% | 27% | 14% |
| Part-Time | | | | | | |
| State | 174 | 53 | 61 | | | |
| Contract | 4 | 1 | 2 | | | |
| Total | 178 | 54 | 63 | 34% | 35% | 30% |
| 1992 Cohort | 209 | 73 | 48 | 42% | 23% | 35% |
| 1991 Cohort | 227 | 72 | 62 | 41% | 27% | 32% |
| **Olympic** | | | | | | |
| Full-Time | | | | | | |
| State | 303 | 42 | 90 | | | |
| Contract | 7 | 1 | 4 | | | |
| Total | 310 | 43 | 94 | 56% | 30% | 14% |
| 1992 Cohort | 247 | 33 | 71 | 58% | 29% | 13% |
| 1991 Cohort | 229 | 35 | 65 | 56% | 28% | 15% |
| Part-Time | | | | | | |
| State | 205 | 58 | 63 | | | |
| Contract | 1 | 1 | 0 | | | |
| Total | 206 | 59 | 63 | 41% | 31% | 29% |
| 1992 Cohort | 171 | 58 | 50 | 37% | 29% | 34% |
| 1991 Cohort | 119 | 43 | 42 | 29% | 35% | 36% |
| **Peninsula** | | | | | | |
| Full-Time | | | | | | |
| State | 157 | 15 | 46 | | | |
| Contract | 32 | 2 | 6 | | | |
| Total | 189 | 17 | 52 | 63% | 28% | 9% |
| 1992 Cohort | 149 | 14 | 51 | 56% | 34% | 9% |
| 1991 Cohort | 81 | 7 | 24 | 62% | 30% | 9% |
| Part-Time | | | | | | |
| State | 38 | 20 | 6 | | | |
| Contract | 11 | 0 | 5 | | | |
| Total | 49 | 20 | 11 | 37% | 22% | 41% |
| 1992 Cohort | 47 | 14 | 14 | 40% | 30% | 30% |
| 1991 Cohort | 42 | 15 | 14 | 31% | 33% | 36% |

| | # in Starting Cohort | 1 Quarter Only | 2-3 Quarters | Substantial Progress | Some Progress | Early Leavers |
|---|---|---|---|---|---|---|
| **Pierce** | | | | | | |
| Full-Time | | | | | | |
| State | 629 | 84 | 188 | | | |
| Contract | 194 | 53 | 78 | | | |
| Total | 823 | 137 | 266 | 51% | 32% | 17% |
| 1992 Cohort | 783 | 145 | 240 | 51% | 31% | 19% |
| 1991 Cohort | 814 | 169 | 253 | 48% | 31% | 21% |
| Part-Time | | | | | | |
| State | 126 | 47 | 34 | | | |
| Contract | 263 | 109 | 106 | | | |
| Total | 389 | 156 | 140 | 24% | 36% | 40% |
| 1992 Cohort | 395 | 174 | 128 | 24% | 32% | 44% |
| 1991 Cohort | 402 | 192 | 125 | 21% | 31% | 48% |
| **Seattle Central** | | | | | | |
| Full-Time | | | | | | |
| State | 466 | 65 | 133 | | | |
| Contract | 38 | 6 | 8 | | | |
| Total | 504 | 71 | 141 | 58% | 28% | 14% |
| 1992 Cohort | 499 | 83 | 161 | 51% | 32% | 17% |
| 1991 Cohort | 443 | 75 | 125 | 55% | 28% | 17% |
| Part-Time | | | | | | |
| State | 228 | 69 | 73 | | | |
| Contract | 38 | 31 | 5 | | | |
| Total | 266 | 100 | 78 | 33% | 29% | 38% |
| 1992 Cohort | 200 | 79 | 60 | 31% | 30% | 40% |
| 1991 Cohort | 176 | 60 | 66 | 28% | 38% | 34% |
| **Shoreline** | | | | | | |
| Full-Time | | | | | | |
| State | 651 | 89 | 181 | | | |
| Contract | 9 | 0 | 6 | | | |
| Total | 660 | 89 | 187 | 58% | 28% | 13% |
| 1992 Cohort | 552 | 79 | 137 | 61% | 25% | 14% |
| 1991 Cohort | 548 | 96 | 142 | 57% | 26% | 18% |
| Part-Time | | | | | | |
| State | 186 | 58 | 53 | | | |
| Contract | 1 | 0 | 0 | | | |
| Total | 187 | 58 | 53 | 41% | 28% | 31% |
| 1992 Cohort | 251 | 72 | 82 | 39% | 33% | 29% |
| 1991 Cohort | 262 | 106 | 66 | 34% | 25% | 40% |

| | # in Starting Cohort | 1 Quarter Only | 2-3 Quarters | Substantial Progress | Some Progress | Early Leavers |
|---|---|---|---|---|---|---|
| **Skagit Valley** | | | | | | |
| Full-Time | | | | | | |
| State | 374 | 60 | 120 | | | |
| Contract | 41 | 5 | 20 | | | |
| Total | 415 | 65 | 140 | 51% | 34% | 16% |
| 1992 Cohort | 261 | 41 | 71 | 57% | 27% | 16% |
| 1991 Cohort | 162 | 28 | 51 | 51% | 31% | 17% |
| Part-Time | | | | | | |
| State | 98 | 43 | 23 | | | |
| Contract | 33 | 9 | 13 | | | |
| Total | 131 | 52 | 36 | 33% | 27% | 40% |
| 1992 Cohort | 71 | 32 | 14 | 35% | 20% | 45% |
| 1991 Cohort | 95 | 34 | 30 | 33% | 32% | 36% |
| **So Puget Sound** | | | | | | |
| Full-Time | | | | | | |
| State | 290 | 35 | 87 | | | |
| Contract | 15 | 3 | 7 | | | |
| Total | 305 | 38 | 94 | 57% | 31% | 12% |
| 1992 Cohort | 200 | 21 | 52 | 64% | 26% | 11% |
| 1991 Cohort | 253 | 42 | 52 | 63% | 21% | 17% |
| Part-Time | | | | | | |
| State | 112 | 31 | 31 | | | |
| Contract | 16 | 4 | 5 | | | |
| Total | 128 | 35 | 36 | 45% | 28% | 27% |
| 1992 Cohort | 139 | 40 | 36 | 45% | 26% | 29% |
| 1991 Cohort | 126 | 43 | 35 | 38% | 28% | 34% |
| **South Seattle** | | | | | | |
| Full-Time | | | | | | |
| State | 246 | 34 | 59 | | | |
| Contract | 1 | 0 | 0 | | | |
| Total | 247 | 34 | 59 | 62% | 24% | 14% |
| 1992 Cohort | 256 | 41 | 75 | 55% | 29% | 16% |
| 1991 Cohort | 186 | 38 | 55 | 50% | 30% | 20% |
| Part-Time | | | | | | |
| State | 142 | 57 | 36 | | | |
| Contract | 9 | 3 | 2 | | | |
| Total | 151 | 60 | 38 | 35% | 25% | 40% |
| 1992 Cohort | 211 | 75 | 56 | 38% | 27% | 36% |
| 1991 Cohort | 215 | 60 | 66 | 41% | 31% | 28% |

| | # in Starting Cohort | 1 Quarter Only | 2-3 Quarters | Substantial Progress | Some Progress | Early Leavers |
|---|---|---|---|---|---|---|
| **Spokane** | | | | | | |
| Full-Time | | | | | | |
| State | 748 | 105 | 219 | | | |
| Contract | 5 | 1 | 3 | | | |
| Total | 753 | 106 | 222 | 56% | 29% | 14% |
| 1992 Cohort | 693 | 107 | 210 | 54% | 30% | 15% |
| 1991 Cohort | 874 | 120 | 246 | 58% | 28% | 14% |
| Part-Time | | | | | | |
| State | 64 | 19 | 21 | | | |
| Contract | 1 | 0 | 0 | | | |
| Total | 65 | 19 | 21 | 38% | 32% | 29% |
| 1992 Cohort | 87 | 27 | 28 | 37% | 32% | 31% |
| 1991 Cohort | 115 | 39 | 25 | 44% | 22% | 34% |
| **Spokane Falls** | | | | | | |
| Full-Time | | | | | | |
| State | 727 | 176 | 227 | | | |
| Contract | 41 | 12 | 17 | | | |
| Total | 768 | 188 | 244 | 44% | 32% | 24% |
| 1992 Cohort | 697 | 143 | 213 | 49% | 31% | 21% |
| 1991 Cohort | 582 | 93 | 197 | 50% | 34% | 16% |
| Part-Time | | | | | | |
| State | 119 | 51 | 40 | | | |
| Contract | 8 | 3 | 1 | | | |
| Total | 127 | 54 | 41 | 25% | 32% | 43% |
| 1992 Cohort | 167 | 75 | 44 | 29% | 26% | 45% |
| 1991 Cohort | 127 | 57 | 32 | 30% | 25% | 45% |
| **Tacoma** | | | | | | |
| Full-Time | | | | | | |
| State | 460 | 69 | 149 | | | |
| Contract | 25 | 3 | 5 | | | |
| Total | 485 | 72 | 154 | 53% | 32% | 15% |
| 1992 Cohort | 471 | 74 | 135 | 56% | 29% | 16% |
| 1991 Cohort | 412 | 83 | 117 | 51% | 28% | 20% |
| Part-Time | | | | | | |
| State | 113 | 40 | 38 | | | |
| Contract | 8 | 2 | 3 | | | |
| Total | 121 | 42 | 41 | 31% | 34% | 35% |
| 1992 Cohort | 178 | 64 | 64 | 28% | 36% | 36% |
| 1991 Cohort | 154 | 56 | 47 | 33% | 31% | 36% |

| | # in Starting Cohort | 1 Quarter Only | 2-3 Quarters | Substantial Progress | Some Progress | Early Leavers |
|---|---|---|---|---|---|---|
| **Walla Walla** | | | | | | |
| Full-Time | | | | | | |
| State | 224 | 23 | 62 | | | |
| Contract | 17 | 0 | 6 | | | |
| Total | 241 | 23 | 68 | 62% | 28% | 10% |
| 1992 Cohort | 236 | 37 | 61 | 58% | 26% | 16% |
| 1991 Cohort | 147 | 17 | 43 | 59% | 29% | 12% |
| Part-Time | | | | | | |
| State | 49 | 23 | 15 | | | |
| Contract | 40 | 12 | 17 | | | |
| Total | 89 | 35 | 32 | 25% | 36% | 39% |
| 1992 Cohort | 58 | 22 | 14 | 38% | 24% | 38% |
| 1991 Cohort | 32 | 15 | 11 | 19% | 34% | 47% |
| **Wenatchee** | | | | | | |
| Full-Time | | | | | | |
| State | 299 | 39 | 90 | | | |
| Contract | 5 | 0 | 0 | | | |
| Total | 304 | 39 | 90 | 58% | 30% | 13% |
| 1992 Cohort | 308 | 44 | 81 | 59% | 26% | 14% |
| 1991 Cohort | 289 | 60 | 76 | 53% | 26% | 21% |
| Part-Time | | | | | | |
| State | 82 | 32 | 24 | | | |
| Contract | 18 | 14 | 3 | | | |
| Total | 100 | 46 | 27 | 27% | 27% | 46% |
| 1992 Cohort | 107 | 54 | 34 | 18% | 32% | 50% |
| 1991 Cohort | 111 | 44 | 33 | 31% | 30% | 40% |
| **Whatcom** | | | | | | |
| Full-Time | | | | | | |
| State | 157 | 16 | 56 | | | |
| Contract | 4 | 0 | 1 | | | |
| Total | 161 | 16 | 57 | 55% | 35% | 10% |
| 1992 Cohort | 146 | 24 | 42 | 55% | 29% | 16% |
| 1991 Cohort | 117 | 31 | 32 | 46% | 27% | 26% |
| Part-Time | | | | | | |
| State | 110 | 35 | 39 | | | |
| Contract | 15 | 9 | 3 | | | |
| Total | 125 | 44 | 42 | 31% | 34% | 35% |
| 1992 Cohort | 116 | 41 | 32 | 37% | 28% | 35% |
| 1991 Cohort | 88 | 28 | 35 | 28% | 40% | 32% |

| | # in Starting Cohort | 1 Quarter Only | 2-3 Quarters | Substantial Progress | Some Progress | Early Leavers |
|---|---|---|---|---|---|---|
| **Yakima Valley** | | | | | | |
| Full-Time | | | | | | |
| State | 377 | 40 | 105 | | | |
| Contract | 12 | 1 | 3 | | | |
| Total | 389 | 41 | 108 | 62% | 28% | 11% |
| 1992 Cohort | 421 | 53 | 126 | 57% | 30% | 13% |
| 1991 Cohort | 389 | 47 | 121 | 57% | 31% | 12% |
| Part-Time | | | | | | |
| State | 154 | 63 | 47 | | | |
| Contract | 37 | 11 | 17 | | | |
| Total | 191 | 74 | 64 | 28% | 34% | 39% |
| 1992 Cohort | 187 | 78 | 58 | 27% | 31% | 42% |
| 1991 Cohort | 146 | 56 | 59 | 21% | 40% | 38% |
| **COMMUNITY COLLEGE TOTAL** | | | | | | |
| **State Supported** | | | | | | |
| Full-Time | 10,872 | 1,594 | 3,059 | 57% | 28% | 15% |
| Part-Time | 3,617 | 1,253 | 1,138 | 34% | 31% | 35% |
| 1993 Total | 14,489 | 2,847 | 4,197 | 51% | 29% | 20% |
| 1992 Total | 14,092 | 2,968 | 4,004 | 51% | 28% | 21% |
| 1991 Total | 12,994 | 2,834 | 3,658 | 50% | 28% | 22% |
| **Contract Supported** | | | | | | |
| Full-Time | 621 | 102 | 213 | 49% | 34% | 16% |
| Part-Time | 723 | 304 | 252 | 23% | 35% | 42% |
| 1993 Total | 1,344 | 406 | 465 | 35% | 35% | 30% |
| 1992 Total | 718 | 310 | 243 | 23% | 34% | 43% |
| 1991 Total | 605 | 269 | 217 | 20% | 36% | 44% |
| **State and Contract Supported** | | | | | | |
| Full-Time | 11,493 | 1,696 | 3,272 | 57% | 28% | 15% |
| Part-Time | 4,340 | 1,557 | 1,390 | 32% | 32% | 36% |
| 1993 Total | 15,833 | 3,253 | 4,662 | 50% | 29% | 21% |
| 1992 Total | 14,889 | 3,292 | 4,269 | 49% | 29% | 22% |
| 1991 Total | 13,599 | 3,103 | 3,875 | 49% | 28% | 23% |

| | # in Starting Cohort | 1 Quarter Only | 2-3 Quarters | Substantial Progress | Some Progress | Early Leavers |
|---|---|---|---|---|---|---|
| **Bates*** | | | | | | |
| Full-Time | | | | | | |
| State | 178 | 20 | 40 | | | |
| Contract | 16 | 0 | 5 | | | |
| 1993 Total | 194 | 20 | 45 | 66% | 23% | 10% |
| Part-Time | | | | | | |
| State | 212 | 53 | 54 | | | |
| Contract | 13 | 7 | 5 | | | |
| 1993 Total | 225 | 60 | 59 | 47% | 26% | 27% |
| **Bellingham** | | | | | | |
| Full-Time | | | | | | |
| State | 55 | 9 | 23 | | | |
| Contract | 10 | 4 | 4 | | | |
| 1993 Total | 65 | 13 | 27 | 38% | 42% | 20% |
| Part-Time | | | | | | |
| State | 199 | 113 | 50 | | | |
| Contract | 4 | 4 | 0 | | | |
| 1993 Total | 203 | 117 | 50 | 18% | 25% | 58% |
| **Clover Park** | | | | | | |
| Full-Time | | | | | | |
| State | 310 | 47 | 126 | | | |
| Contract | 21 | 2 | 8 | | | |
| 1993 Total | 331 | 49 | 134 | 45% | 40% | 15% |
| Part-Time | | | | | | |
| State | 534 | 263 | 157 | | | |
| Contract | 16 | 9 | 4 | | | |
| 1993 Total | 550 | 272 | 161 | 21% | 29% | 49% |

| | # in Starting Cohort | 1 Quarter Only | 2-3 Quarters | Substantial Progress | Some Progress | Early Leavers |
|---|---|---|---|---|---|---|
| **Renton** | | | | | | |
| Full-Time | | | | | | |
| State | 162 | 27 | 45 | | | |
| Contract | 6 | 3 | 1 | | | |
| 1993 Total | 168 | 30 | 46 | 55% | 27% | 18% |
| Part-Time | | | | | | |
| State | 155 | 77 | 44 | | | |
| Contract | 1 | 1 | 0 | | | |
| 1993 Total | 156 | 78 | 44 | 22% | 28% | 50% |
| **Lake Washington** | | | | | | |
| Full-Time | | | | | | |
| State | 80 | 4 | 40 | | | |
| Contract | 0 | 0 | 0 | | | |
| 1993 Total | 80 | 4 | 40 | 45% | 50% | 5% |
| Part-Time | | | | | | |
| State | 210 | 68 | 66 | | | |
| Contract | 0 | 0 | 0 | | | |
| 1993 Total | 210 | 68 | 66 | 36% | 31% | 32% |
| **TECHNICAL COLLEGE TOTAL** | | | | | | |
| **State Supported** | | | | | | |
| Full-Time | 785 | 107 | 274 | 51% | 35% | 14% |
| Part-Time | 1,310 | 574 | 371 | 28% | 28% | 44% |
| 1993 Total | 2,095 | 681 | 645 | 37% | 31% | 33% |
| **Contract Supported** | | | | | | |
| Full-Time | 53 | 9 | 18 | 49% | 34% | 17% |
| Part-Time | 34 | 21 | 9 | 12% | 26% | 62% |
| 1993 Total | 87 | 30 | 27 | 34% | 31% | 34% |
| **State and Contract Supported** | | | | | | |
| Full-Time | 838 | 116 | 292 | 51% | 35% | 14% |
| Part-Time | 1,344 | 595 | 380 | 27% | 28% | 44% |
| 1993 Total | 2,182 | 711 | 672 | 37% | 31% | 33% |

| | # in Starting Cohort | 1 Quarter Only | 2-3 Quarters | Substantial Progress | Some Progress | Early Leavers |
|---|---|---|---|---|---|---|
| **SYSTEM TOTAL** | | | | | | |
| **State Supported** | | | | | | |
| Full-Time | 11,657 | 1,701 | 3,333 | 57% | 29% | 15% |
| Part-Time | 4,927 | 1,827 | 1,509 | 32% | 31% | 37% |
| 1993 Total | 16,584 | 3,528 | 4,842 | 50% | 29% | 21% |
| **Contract Supported** | | | | | | |
| Full-Time | 674 | 111 | 231 | 49% | 34% | 16% |
| Part-Time | 757 | 325 | 261 | 23% | 34% | 43% |
| 1993 Total | 1,431 | 436 | 492 | 35% | 34% | 30% |
| **State and Contract Supported** | | | | | | |
| Full-Time | 12,331 | 1,812 | 3,564 | 56% | 29% | 15% |
| Part-Time | 5,684 | 2,152 | 1,770 | 31% | 31% | 38% |
| 1993 Total | 18,015 | 3,964 | 5,334 | 48% | 30% | 22% |

Source: SR1182A for students planning to complete a degree at their college.
Note: Percents may not add due to rounding.
* Up to 2 years, no degree planned.
r:/lort/93prog.xls